

# Cowley International College

## Pupil Premium Evaluation and Analysis 2019-20

What is Pupil Premium Funding?

The Pupil Premium was introduced in April 2011 to provide additional support for looked after children, those children from low-income families and service children. The funding is made available to schools to help narrow the attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds. It therefore supports those students who have either been registered for free school meals at any point within the last six years, students who have been on the St Helens Local Authority looked after register (and have been continuously registered for more than six months), and children of service personnel. Cowley International College consistently has about half of their 11-16 students that meet these requirements (Source: Raise 2019).

### Use of Pupil Premium 2018-19

The College received £576,494 in Pupil Premium. The College based the support and intervention on the 'Cowley Pillars of Pupil Premium':

- Literacy
- Numeracy
- Quality of Teaching
- Attendance
- Aspiration

These 5 pillars/barriers are underpinned by the leadership and these form the basis and structure to the annual Pupil Premium Plan.

### COVID response

Schools were closed 20<sup>th</sup> March 2019 in response to COVID pandemic. Cowley remained open for students of 'Key Workers' and vulnerable students throughout term time and the College opened in school holidays to support families. The College was fast to respond to the need for home learning. Laptops and IT were provided to those DA students who required this resource at home. An effective communication plan for was implemented with a focus on vulnerable and DA students. The College supported all students with over 17000 calls made to check on wellbeing and learning. The College opened for Y10 and Y12 from June resulting in very good attendance. 'Keep In Touch Days' for every family were delivered during the summer term to the College to meet with all parents and students. Remote transition events took place with key Y6 students being invited in to meet key staff and orientated themselves.

The College completed a robust and fair process to award Centre Assessed Grades (CAGs) for those students taking summer exams. The Government decided not to use these to calculate a Grade but used CAGs as the actual grade. The College remained in-line with previous year's performance.

### Reviewing impact

The Pupil Premium Strategy and outcomes are reviewed each half term with the Pupil Premium Strategy group and progress is scrutinised each half term by the Governing Body.

The College commissioned a 1 day review of Pupil Premium provision in May 2019. An experienced and serving OfSTED Inspector conducted the review. The review consisted of:

- Interviews with Senior Staff
- Interviews with staff responsible for Literacy and Numeracy
- Meetings with Y7 & Y8 students who are eligible for pupil premium
- Meetings with Y9 & 10 students who are eligible for pupil premium
- Scrutiny of documents, plans and performance data (including the most recent ISDR and internal data)

### Summary comments from the Pupil Premium review

- *The visit confirmed that, on the evidence available, college provision for PP students remains good.*
- *Systems and strategies for supporting pupils eligible for PP are well-considered. The strategies set out in the website are thorough and carefully evaluated to demonstrate any impact. Discussions with leaders, pupils and scrutiny of other documents confirm that these plans and intentions are being delivered effectively in practice and that they are making a difference.*
- *This aspect of the college provision is very well led and managed at the strategic level. All the reporting requirements are met and the cross-disciplinary nature of the strategy group means that no stone is left unturned as they strive to improve the opportunities for PP students*
- *Meetings with individual leaders confirmed the college's commitment to PP students.*

### **OfSTED Inspection**

The College has had two-day OfSTED inspection with a team of eight inspectors including three HMIs (October 2016). During the inspection, there was scrutiny on the use of Pupil Premium Funding and the performance of Disadvantaged (DA) students. This included interviews with members of the Pupil Premium Strategy group, analysis of performance data, plans and evaluations. The inspectors also held meetings with Disadvantaged students and observed disadvantaged students in lessons and at social time.

### Comments from the OfSTED report

- *The proportion of disadvantaged pupils is well above the national average.*

- *Governors ensure that there is careful financial management in the school. Spending on the additional government funding to support disadvantaged pupils is closely accounted for. A large part of this funding is used to provide smaller classes in English and mathematics in key stage 4. This has contributed to the increasing achievement in these subjects for both disadvantaged pupils and other pupils.*
- *The most able disadvantaged pupils do as well as other pupils nationally.*
- *In 2016, the most able disadvantaged pupils in Year 11 achieved results similar to those of other pupils nationally. Differences between the attainment of disadvantaged pupils overall and others reduced.*
- *The school uses well-planned and regular opportunities for assessment to build up teachers' understanding of how well pupils are learning. This assessment begins as part of the induction activities for new pupils as they join the school. This early assessment is used by leaders to help to add to the information about pupils' starting points. The information from assessment adds to teachers' knowledge of pupils' personal situations. It allows teachers to plan work aimed at meeting the needs of different groups of pupils.*
- *Pupils' attendance is close to the national average. The effectiveness of the school's systems to help pupils enjoy school and to want to attend well is demonstrated by the low proportion of pupils who have longer-term absence.*

### Context 2019/20

	YEAR 7		YEAR 8		YEAR 9		YEAR 10		YEAR 11		SCHOOL		National
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	
PUPIL PREMIUM	117	46	115	46	109	46	104	43	95	43	540	45	28%
NON PUPIL PREMIUM	137	54	134	54	128	54	137	57	125	57	661	55	72%
ALL STUDENTS	254		249		237		241		220		1201		

## Impact summary 2018/19

Key area	Evaluation																																																						
Attendance	<p>The College continues to ensure attendance is a priority in College, and in the community. The College works with disadvantaged students with poor attendance and delivers attendance improvement programmes.</p> <p>The College attendance was recovering following a serious case of Norovirus in the second half term (November and December 2019). The College worked daily with Public Health England during the Norovirus outbreak, who had instructed students to have extended periods of time off. This contact and work with PHE prepared the College well for COVID 19 preparations.</p> <p>The overall attendance of students up to term 2a, prior to lockdown, was 92.4%. It is important to note that following the impact of Norovirus on school absence Term 2A had seen an increase in 0.5% for overall attendance and a decrease of 4% for persistent absentees. The overall attendance of disadvantaged students dropped to 90.4% with the other students increasing to 96.1%. This resulted in the gap between disadvantage students' attendance and other students in Cowley widening resulting in an attendance gap of 5.7%.</p> <p><i>The college has introduced a good range of strategies to tackle the attendance issues with PP groups. Pupil Premium review May 2019</i></p> <p>Overall attendance</p> <table border="1"> <thead> <tr> <th colspan="2">2015/16</th> <th colspan="2">2016/17</th> <th colspan="2">2017/18</th> <th colspan="2">2018/19</th> <th>2019/20</th> </tr> <tr> <th>Cowley</th> <th>National</th> <th>Cowley</th> <th>National</th> <th>Cowley</th> <th>National</th> <th>Cowley</th> <th>National</th> <th>Cowley</th> </tr> </thead> <tbody> <tr> <td>94.4%</td> <td>95.0%</td> <td>93.6%</td> <td>94.8%</td> <td>93.7%</td> <td>94.5%</td> <td>93.5%</td> <td>94.5%</td> <td>92.4%</td> </tr> </tbody> </table> <p>Gaps between Disadvantaged and Non-disadvantaged students</p> <table border="1"> <thead> <tr> <th colspan="2">2015/16</th> <th colspan="2">2016/17</th> <th colspan="2">2017/18</th> <th colspan="2">2018/19</th> <th>2019/20</th> </tr> <tr> <th>Cowley</th> <th>National</th> <th>Cowley</th> <th>National</th> <th>Cowley</th> <th>National</th> <th>Cowley</th> <th>National</th> <th>Cowley</th> </tr> </thead> <tbody> <tr> <td>3.2%</td> <td>3.1%</td> <td>3.1%</td> <td>3.3%</td> <td>4.1%</td> <td>3.6%</td> <td>4.3%</td> <td>Not available</td> <td>5.7%</td> </tr> </tbody> </table>	2015/16		2016/17		2017/18		2018/19		2019/20	Cowley	National	Cowley	National	Cowley	National	Cowley	National	Cowley	94.4%	95.0%	93.6%	94.8%	93.7%	94.5%	93.5%	94.5%	92.4%	2015/16		2016/17		2017/18		2018/19		2019/20	Cowley	National	Cowley	National	Cowley	National	Cowley	National	Cowley	3.2%	3.1%	3.1%	3.3%	4.1%	3.6%	4.3%	Not available	5.7%
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Quality of Teaching	<p>Improvement in the quality of teaching</p> <ul style="list-style-type: none"> <li>From observations - All teaching meets the required standard with much exceeding this.</li> <li>All staff analyse progress data of disadvantaged students in their classes and plan specific interventions for improvement</li> </ul> <p><i>Pupils like the small classes that they have, especially in English and maths which they say really helps their learning. Pupil Premium review May 2019</i></p>																																																						
Literacy	<ul style="list-style-type: none"> <li>Attainment in English at KS4 is below national averages for both DA and 'other' students</li> <li>The attainment gap between disadvantaged students has widened which reflects the national trend and the impact of the CAG process on DA students</li> <li>Average class size in English lessons = 17 students. Students and parents welcome the small classes.</li> <li>The College provided specific relevant reading materials to all Y7, Y8 &amp; Y9 students during the school closure</li> <li>Revision materials for all Y10 students was bought and provided</li> <li>82% of Y7 'catch up students' made expected standards in Y7</li> <li>An online campaign to #keepcowleyreading ran over the summer publishing reading challenges on social media and sharing links to free ebooks and audiobooks</li> </ul>																																																						

	<ul style="list-style-type: none"> <li>• All Y10 students were provided with reading books and GCSE set texts for English Literature</li> <li>• All Y10 students provided with revision books for every subject they are taking in Y11</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>• Attainment in Maths at KS4 below national averages for both DA and 'other' students</li> <li>• The attainment between disadvantaged students and how 'other' students perform nationally has widened which reflects the national trend and the CAG process on DA students</li> <li>• Average class size in Maths lessons = 17 students. Students and parents welcome the small classes</li> <li>• Revision materials for all Y10 students was bought and provided</li> <li>• 71% of Y7 'catch up students' made expected standards in Y7</li> </ul>
Aspiration	<ul style="list-style-type: none"> <li>• All Y11 students involved in the Assertive-mentoring programme stated, their mentor helped them prepare for exams and would recommend the mentoring programme for future Y11 students.</li> <li>• 20% of the Y7 students studying mandarin are DA</li> <li>• 37% of the Y8 students studying mandarin are DA</li> <li>• 39% of the Y8 students who took part in the China mandarin trip were DA</li> </ul>
COVID	<ul style="list-style-type: none"> <li>• Over 71,000 phone calls were made by staff checking on wellbeing and learning of students</li> <li>• Home visits for vulnerable and at-risk students</li> <li>• 70% attendance at 'Keeping In Touch Days' (KIT days)</li> <li>• 360 FSM vouchers sent home to parents over Easter Holidays</li> <li>• 75 College laptops provided for key students</li> <li>• 60% of Y10s attended summer holiday booster week in August</li> <li>• All DA students were phoned at least every 2 weeks by their Team Tutor</li> <li>• Attendance and behaviour interventions in preparation for the new term</li> <li>• All Y11 DA students received supportive next steps phone calls in preparation for their GCSE results</li> </ul>

## Summary for Pupil Premium Data (Y11 GCSE)

All data is provisional

Measure	National % 2019	Cowley 2017 %	Cowley 2018 %	Cowley 2019	<b>Cowley 2020 (CAGS)</b>
Basics 4+	65	65	62	58	<b>60</b>
Basics 4+ (disadv)	45	52	48	44	<b>42</b>
Basics 4 + (other)	72	76	72	69	<b>73</b>
English 4+	76	73	70	68	<b>67</b>
English 4+ (disadv)	60	63	60	56	<b>52</b>
English 4+ (other)	81	82	77	77	<b>78</b>
Maths 4+	70	73	74	67	<b>68</b>
Maths 4+ (disadv)	52	61	63	55	<b>52</b>
Maths 4+ (other)	76	83	82	76	<b>80</b>
Basics 5+	43	34	36	38	<b>38</b>
Basics 5+ (disadv)	25	28	24	24	<b>22</b>
Basics 5 + (other)	50	40	44	48	<b>51</b>
English 5+	61	53	50	48	<b>50</b>
English 5+ (disadv)	42	45	39	34	<b>30</b>
English 5+ (other)	67	61	58	59	<b>64</b>
Maths 5+	49	39	49	46	<b>48</b>
Maths 5+ (disadv)	30	31	37	30	<b>32</b>
Maths 5+ (other)	56	46	58	57	<b>59</b>

# Comparison between Disadvantage students and 'other' students nationally

## Summary Y11 GCSE

GAP Measure DA/Other	Difference between Cowley DA and 'other' students nationally 2017	Difference between Cowley DA 2018 and 'other' students nationally 2018	Difference between Cowley DA 2019 and 'other' students nationally 2019	Difference between Cowley DA 2020 CAGs and 'other' students nationally 2019
Basics E&M 4+	19	24	28	30
English 9-4	18	21	25	29
Maths 9-4	15	13	21	24
Basics E&M 5+	15	26	26	28
English 9-5	16	28	33	37
Maths 9-5	36	19	26	24

## Disadvantage gaps at KS3

% on track or above – Disadvantage Gap (June 2019)		
Subject	Year 7	Year 8
English	-13.8	-3.0
Maths	-8.1	-1.0

Sources of data used (all 2018-19 data is provisional at the time of publication):

- School census
- RASIE online / DfE
- SISRA online
- SISRA collaborative
- Data lab - [https://fteducationdatalab.org.uk/2018/09/reformed-gcses-are-they-disadvantaging-the-disadvantaged/?utm\\_source=FFT+Education+Datalab&utm\\_campaign=f3730fbcaf-EMAIL\\_CAMPAIGN\\_2018\\_09\\_26\\_03\\_55&utm\\_medium=email&utm\\_term=0\\_69bf38d335-f3730fbcaf-130021637](https://fteducationdatalab.org.uk/2018/09/reformed-gcses-are-they-disadvantaging-the-disadvantaged/?utm_source=FFT+Education+Datalab&utm_campaign=f3730fbcaf-EMAIL_CAMPAIGN_2018_09_26_03_55&utm_medium=email&utm_term=0_69bf38d335-f3730fbcaf-130021637)

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